

The School District of Philadelphia
&
Philadelphia Arts in Education Partnership

ARTS BRIDGES



BUILDING LITERACY THROUGH AN INTEGRATED
ARTS COLLABORATIVE MODEL

YEAR 4
2009-2010

United States Department of Education, Office of Innovation and Improvement
Arts in Education Model Development & Dissemination Grant

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Art Bridges

The School District of Philadelphia and the Philadelphia Arts in Education Partnership began their collaboration in 2006-2007 on *Arts Bridges: Building Literacy Through an Integrated Arts Collaborative Model*, a grant of federal funds to The School District of Philadelphia by the United States Department of Education, Office of Innovation and Improvement, under the Arts in Education Model Development & Dissemination Grant Program, to implement a comprehensive arts-integrated program. The intent of this grant has been to demonstrate that the arts improve literacy skills for 4th, 5th, and 6th grade students.

Designed as a quasi-experimental research project, this four-year program engages students at four schools in arts-based learning collaborations, integrating the arts into the core literacy curriculum. Each grade level collaborative project includes two arts residencies with leading Philadelphia arts institutions and teaching artists addressing critical grade level literacy goals as defined by The School District of Philadelphia Literacy Curriculum; establishes a six-month arts integrated, thematic approach to address these goals; and develops scope and sequence curricula for classroom implementation. The fourth grade was the focus of the first year of this program. In 2007-2008, fifth grade students were added; and in 2008-2009, sixth grade students came onboard completing the vision of this program. The original group of fourth grade students completed three full years in the program in May 2009. In 2009-2010, Arts Bridges began its final year of the four year grant.

Professional development in year four emphasized the skills alignment model developed by the Philadelphia Arts in Education Partnership over the course of years 2 and 3 for cohort teams of classroom teachers, arts specialists, arts organization managers, and teaching artists. This emphasis on professional development grew out of the formative and summative results of the Arts Bridges' assessment plan that involved gathering data from many sources during the previous years. This data came from surveying participants in all professional development workshops, from on-site observations by PAEP personnel, curriculum consultants, and School District of Philadelphia evaluators, as well as from the end of year report-out conference by teachers, principals, teaching artists, and arts organization managers. Relying heavily on what we learned, PAEP concluded that to produce the most effective method of using the arts to build literacy skills, we needed an approach that was specific and highly directed toward teacher-identified literacy goals. This skills alignment model, in which arts skill sets are aligned with literacy goals taken from The School District of Philadelphia literacy curriculum, provided the infrastructure from which arts projects were designed and implemented in Arts Bridges schools. Since matched skill sets drove the arts processes, whether it was in the literacy residencies or the visual art residencies, connections between the specific art skills and their matched literacy skills were made apparent to students. Classroom teachers, arts specialists, literacy artists, and the visual artists constantly reinforced this learning from multiple perspectives. The School District of Philadelphia evaluators have been able to determine from benchmark tests and standardized state tests that the skills alignment model has successfully improved the literacy skills of participating students.

The Philadelphia Arts in Education Partnership and The School District of Philadelphia proudly present this catalogue as a year-four record of student achievement.

Ethan Allen Elementary School

Arts Partners

Philadelphia Young Playwrights

Amy Hodgdon, Educator Director

Teaching Artists

Andrew Christman, Visual Artist

Mindy Beers, Theater Artist

Participating Teachers

Malcolm Simkallay, 4th Grade

Erika Leach, 4th Grade

Rhoda Laptiste, 5th Grade

Kathleen Kremis, 5th Grade

Eugene Inniss-Griffith, 6th Grade

Bonnie Wilson, 6th Grade

Kathleen Taylor-Sauermelch, 6th Grade

Kathy Edger, Art Specialist

Sharon Reich, Music Specialist

Project

Visual Artist Andrew Christman, Philadelphia Young Playwrights, and the 4th, 5th, and 6th grade Ethan Allen teachers collaboratively developed and implemented experiential playwriting and visual arts projects as the means to strengthen students' grasp of the targeted reading skill: identifying and explaining main ideas and relevant supporting details from text.

Students created original plays and visual art work to help strengthen their understanding and application of: 1) the targeted reading skill; and also 2) other critical literacy skills, such as writing, and revising; as well as 3) improve skills including collaboration and critical thinking; and 4) demonstrate knowledge in the basic elements of visual arts and playwriting. Importantly, the students applied this literacy skill in their creation of original art work, learning through active arts engagement.

To create the most effective classroom program, both arts partners, in collaboration with teachers, built on the successes and addressed the challenges of previous years' Arts Bridges programming. The classroom teachers collaborating with the teaching artists acquired arts instructional strategies that they could infuse into their own reading instruction, using the arts as teaching and learning tools to promote reading literacy.



Project Theme

The essential question that guided the projects for 4th, 5th, and 6th grades was "Who am I?". Teachers at all grade levels emphatically named a common theme, identity, as a common denominator across grades. Ethan Allen teachers regularly observed students adopting behaviors contrary to themselves in order to gain acceptance from their peers. And, when students behaved as individuals, this was met with disrespect and bullying from their peers.

Working within this theme, the visual artist made connections to the literary conventions of playwriting by exploring how artists have chosen to portray themselves and express their emotions through the use of portraiture. Student artists learned how to portray visual details to show their feelings and personality. In the playwriting residency, the theme of identity was explored through the students' creation of three scene plays that explored the essential questions, "Who do I want to be in the future?" and "How can I use details through dialogue and dramatic action to show who my future self is and what my goals are?"





Project Learning Goals/Standards

The learning goals and standards for these projects were:

Literacy Goals:

- Build a vocabulary of literary terms and develop the use of descriptive language.
- Compare and contrast elements within and between texts.
- Retell or summarize the major ideas, themes or procedures of a text.
- Relate and apply text organization and content to determine the author's purpose.

Playwriting Goals:

- Identify and explain main ideas and relevant supporting details in a play.
- Apply a main idea and supporting details in the creation of original student play.
- Apply and strengthen their writing skills.
- Apply and strengthen their critical thinking skills.
- Gain a basic knowledge and understanding of the key elements of playwriting.
- Apply and strengthen their collaboration skills.

Art Goals:

- Build vocabulary of art terms and develop an expressive range through the use of various materials.
- Compare and contrast elements within and between works of art.
- Retell or summarize the major ideas, themes or procedures of an abstract portrait.
- Utilize and apply a variety of compositional elements and expressive content to express a clear purpose visually.

Student Work Created

Students across the three grade levels wrote original plays working in both small and large groups as means to strengthen their grasp of the target reading skill. The student playwrights focused on generating and communicating a main idea (character want and conflict) with supporting details that richly conveyed the character and the conflict, as well as complicated and advanced the play's action. At each grade level the plays developed through a middle, beginning, and end in which the main idea was effectively communicated using supporting details.

In visual art each grade focused on similar painting and collage projects with the emphasis of observation and reflection. Fourth and sixth graders focused on the expressive intentions of artists (including themselves) and how materials are used to effectively express main ideas, themes, and emotions in a work of art (including their own). Students summarized their observations through critiques of their own portraits and the works of art by Paul Klee, Vincent Van Gogh, Paul Gauguin, Andy Warhol, Romare Bearden, and Frida Khalo.

Fifth graders focused on describing the composition/ visual organization of works of art (including their own). Their descriptions and critical analysis of the placement of elements such as color, shape, and texture helped them to infer the function of portraits and the expressive goals of a specific artists' work.

All grades engaged in observation-based activities, which focused on the "cause and effect" of artistic decisions while simultaneously "comparing and contrasting" the outcomes of those decisions in works of art.



Project Assessment and Evaluation

The assessment plan included multiple tools such as:

- Students' oral revision feedback provided to their fellow playwrights (in each class), with regard to the efficacy of their communication (dramatization) of a main idea and supporting details (character want, conflict, etc.).
- Students' analysis of the integrity of another class' play. Students examined and assessed their fellow playwrights' application of the targeted reading skill, critical thinking skills, and the elements of a play to do so.
- Students' collaborative creation of a play using a main idea (character and conflict) and supporting details drawn from their own self-portraits created with the visual artist.
- Oral discussion of the portrait process including call and response questions concerning vocabulary and lesson review.
- Students' completed portrait art work.
- Students' drafts, their revision work, and their completed group-authored plays.
- Students' written response to PAEP/School District evaluations.
- Benchmark tests, state standardized exams, and other School District testing tools.



Measurable Outcomes

- Students strengthened their ability to identify and explain main ideas and relevant supporting details from text through writing and revising their original group authored plays and providing oral revision feedback to their classmates of the efficacy of their communication (dramatization) of a main idea and supporting details (character want, conflict, etc.).
- Students strengthened their writing skills.
- Students gained a basic knowledge and understanding of the key elements of playwriting.
- Students strengthened their critical thinking skills.
- Students expanded their vocabulary, learned to be more observant of details in art and the world around them, and recognized their accomplishments in both literary and visual art.
- Students increased their confidence as artists and learn to talk and ask questions about art.
- They improved their ability to use elements and principles of art to make a statement.
- They were able to identify between similar and different characteristics among works in the arts.
- Students were empowered by their expanded ability to communicate visually and to feel pride in themselves.
- Students learned to understand themselves and their ways of communicating verbally and visually to become more active learners.
- Students understood the correlation between the organization of descriptive words to express a main idea in a written piece and the organization of visual details to support and express a main idea in a two dimensional work of art.



The Music Lesson

Scene 1

Music Artist

It's time for me to get a music teacher or something!
I'm tired of seeing absolutely no results!
(She puts down her notebook and dials her teacher's number on her cell phone.)

Teacher

Hello?

Music Artist

It's me, Alejandra. I need your help. Can you find time in your busy schedule to help me sing better?

Teacher

Of course! That's what a music teacher is for.

Music Artist

When can I come over?

Teacher

Now.

Scene 2

Teacher

Hello, are you ready to start?

Music Artist

Yes, I am.

Teacher

Ok. Come in and have a seat, we will start in a sec.
(Music Artist comes in and sits.)

Ok, let's start on your high pitch.

Music Artist

Ok.

(She practices her scales.)

How was I?

Teacher

Tremendous! Show me your song for the performance.

Music Artist

What performance?

Teacher

The one I just got for you at the Howard Performing Arts Theatre.

~ Ms. Sauermech's 6th grade

Measurable Outcomes

- Students demonstrated an ability to discuss and describe the differences and similarities between portraits created by a diverse range of artists.
- Students demonstrated an ability to discuss and describe the differences and similarities between portraits created by themselves and other students.
- Students could describe in detail the process that they undertook in order to express the main idea / emotion in their art work.
- Students could use descriptive language in full sentences in order explain their motivations for specific creative decisions.
- Students were empowered by their expanded ability to communicate verbally and in writing.
- Students demonstrated a new found pride in themselves for what they achieved.



The Missing Book of Recipes

Scene 1

Journalist

(Walks in with a camera around the neck and a pen/notebook in hand.)

Chef Madison, what will you be making for us today?

Chef

(Turns around swiftly from the stove with a spoon in her hand.)

Today, I will be making a special soup that gets rid of illness faster. I'll show you my book.

Journalist

Chef, where is your book? I thought it was on this table right here.

Chef

Oh my gosh, I really need that book for the show.

Journalist

Don't worry chef we'll find it.

Lawyer

What seems to be the problem ma'am?!

Chef

My recipe book has gone missing.

Lawyer

Don't worry we will make sure the book is found.

Chef

Thank you so much!

~ Ms. Kremis' 5th grade



The Baseball Case

Scene 1

Scientist

A-HA! I finally invented this special bat and the special glove for the baseball player.

Baseball Player 1

Yes! I can hit home runs every single day now!

Baseball Player 2

Woo-hoo! Now I can catch home runs a lot!

Scientist

So we better send a letter to the government for the permission.

(After a few days.)

Baseball Player 1

The government finally sent back the letter!

Baseball Player 2

Then what are we waiting for?!

(After they read the letter.)

Scientist

OH-NO! The government didn't allow us to use it and told us to destroy it.

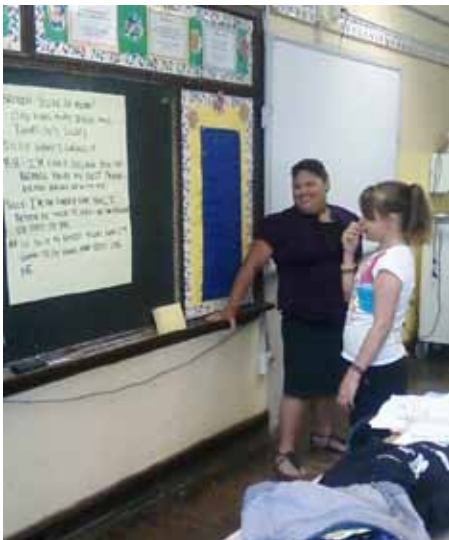
Basball Player 1&2

(Shocked.)

Not Fair!

Scientist

Now we better hire a lawyer!



Untitled

Scene 3

Princess

Artist! Where are you? Please come out!

Artist

I'm over here, what do you want?

Princess

I was gonna say I'm sorry for yelling at you.

Artist

Really.

Princess

Yes really. Will you come back?

Artist

Sure! Friends?

Princess

Best friends. Also, do you want to go see the fantastic cowgirl?

Artist

Sure she rocks!

Princess

Fantastic.

(Both exit stage.)

~ Mr. Simkallay's 4th grade

William Cullen Bryant Elementary School

Arts Partners

Philadelphia Young Playwrights
Amy Hodgdon, Education Director

The Clay Studio Claymobile
Annette Monnier, Outreach Coordinator

Teaching Artists

Dwight Wilkins, Playwright
Deb Williams, Ceramic Teaching Artist
Linda Fernandez, Ceramic Teaching Assistant

Participating Teachers

Oneka Milner, 4th grade
Ryakkia Johnson, 5th grade
Jason Johnson, 5th grade
Denise Moore, 5th grade
Kimberly Walker, 5th grade
Kenneth Oxley, Art Specialist
Philip Romeo, Music Specialist
Jala Olds Pearson, Principal

Project

The Claymobile, Philadelphia Young Playwrights, and the 4th, 5th and 6th grade Bryant teachers collaboratively developed and implemented experiential playwriting and ceramic arts projects that strengthened students' grasp of the targeted reading skill: identifying and explaining main ideas and relevant supporting details from text.

The students created original ceramic art work and small group authored plays as means to help students strengthen their understanding and application of: 1) the targeted reading skill; and also 2) other critical literacy skills, such as writing and revising; as well as 3) improve skills including collaboration and critical thinking; and 4) demonstrate knowledge in the basic elements of visual arts and playwriting.

Building on the successes and challenges of previous years, the cohort team of arts organization managers, teaching artists, and teachers collaborated to plan and implement the most effective classroom programming. And, with equal importance, the two teaching artists,



again in collaboration with the 5th and 6th grade teachers, whose students have participated in previous years, enhanced and deepened students' understanding of the two arts disciplines of ceramics and playwriting. The classroom teachers acquired arts' instructional strategies that they can infuse into their own reading instruction, using the arts as teaching and learning tools to promote reading literacy. The project culminated in a celebration of the work the students created across the grade levels. At this sharing session the students displayed their clay artwork and performed (script in hand) scenes from the plays they and their classmates wrote for an audience of fellow Arts Bridges classmates.



Project Theme

Themes, topics, and essential questions varied by grade level and were selected by the teachers in collaboration with the Teaching Artists. Each organization's series of workshops focused on helping students to deepen their grasp of the targeted reading skill: identifying and explaining main ideas and relevant supporting details from text--and this, in many ways, was the unifying theme of work done by both The Claymobile and Philadelphia Young Playwrights.

The essential questions below were generated by the teachers. Each either extended or echoed the essential questions explored in the School District's literacy curriculum at each grade level.

4th Grade:

The Clay Studio: "How does a picture tell a story?"
Philadelphia Young Playwrights: Courage; How are we and how can we be courageous in our own lives?

5th grade:

The Clay Studio: "Teamwork and Cooperation"
Philadelphia Young Playwrights: Teamwork and Cooperation; How do we and can we use teamwork in our lives?

6th grade:

The Clay Studio: "What can the tools of a culture tell me about how people lived?"
Philadelphia Young Playwrights: Love vs. Selfishness - How are we both loving and selfish in our own lives?



Project Learning Goals/Standards

Project learning goals for visual art were:

- Strengthen students' understanding of main idea and relevant supporting details in a text.
- Have an enhanced knowledge of art.
- Identify and explain main ideas and relevant supporting details in an artwork.
- Apply and strengthen students' critical thinking skills.
- Gain a basic knowledge of the ceramics arts and the finer points of 3-D design.
- Deepen their basic knowledge of the ceramic arts and the finer points of 3-D design. (5th and 6th grades)
- Apply and strengthen their collaboration skills.

Project learning goals for playwriting were:

- Strengthen students' understanding of main idea and relevant supporting details in a text.
- Identify and explain main ideas and relevant supporting details in a play.
- Apply a main idea and supporting details in the creation of their own original play.
- Apply and strengthen students' writing skills.
- Apply and strengthen their critical thinking skills.
- Gain a basic knowledge and understanding of the key elements of playwriting.
- Deepen their basic knowledge and understanding of the key elements of playwriting. (5th and 6th grades)
- Apply and strengthen their collaboration skills.

Students also applied other reading skills beyond the targeted skill. Application of the following additional reading skills occurred as the students' created their ceramic art work and plays:

- Identify, interpret, compare and/or describe connections between texts.
- Make inferences or draw conclusion based on information from text through writing and revising their original dramatic writing.

Student Work Created

Students across the three grade levels wrote original plays in small groups as a means to strengthen their grasp of the target reading skill. The student playwrights focused on generating and communicating a main idea (character want and conflict) with supporting details that richly defined the main idea as well as complicated and advanced the play's action. At each grade level the plays did not have a prescribed length; rather, they focused on creating a beginning, middle, and end through which the main idea was effectively communicated.

To develop their play ideas, the teaching artist conducted a brainstorming session with the students around the theme and inquiry question. To do so he asked the students what, for example, love and selfishness meant to them. Students were asked for illustrations from their own lives. The teaching artist assisted each class to generate characters and situations that speak to the inquiry questions selected for each grade level. From these two interrelated discussions, the student groups (of three or four students) chose an idea, question, situation, concern, dream, etc., to dramatize in their play.

4th Grade:

Theme: Courage

Inquiry Question: How are we and can we be courageous in our own lives?

5th grade:

Theme: Teamwork and Cooperation

Inquiry Question: How do we and can we use teamwork in our lives?

6th grade:

Theme: Love vs. Selfishness

Inquiry Question: How are we both loving and selfish in our own lives?



Students created a variety of ceramic sculptures that introduced and strengthened the skills utilized in hand-building with clay. Students learned how to create any object by using the 3 hand-building techniques of slab, coil, and pinch. The sculptures created by the students were based on the essential questions posed per grade level and connections were made to the skill of identifying and explaining main ideas and relevant supporting details from text.

4th graders created "courageous" self-portraits that told a story of personal bravery. The portraits created were three-dimensional clay busts about the size of a coffee mug. The busts were created by making three pinch pots (two for the head and one for the shoulders) and then adding features composed of slabs and coils. Before creating the final product students composed several sketches of their courageous story and worked on the ways facial features expressed emotion and narrative. Students related the "main idea" of their story by composing the "supporting details" of their facial expressions.

5th graders created both individual projects and group projects, working under the theme of "Teamwork and Cooperation". The residency began with a variety of group building challenges, such as how to build the tallest structure composed of clay balls or coils, and later students created several vessels that had to stand on legs or feet. How the students got their vessels to stand had a direct correlation to ideas of structure, teamwork, and cooperation. Students created a project, whether it was a vessel or a building (main idea) and supported that structure with the appropriate materials (supporting details).

6th graders created several historic vessels that related to the study of Native American culture: "Storyteller" figures in the tradition of the Pueblo Indians, animal totems, the "Wampum" beads of the Delaware Indians, pinch pots in the tradition of the Leni Lenape nation, and seed pots in the tradition of the Acoma Pueblo Indians. Each of these projects was tied to text read by the students in social studies. These objects and tools became the supporting details from which they composed the main idea of how Native American culture worked.

Culminating Sharing Session

All grades participated in a culminating sharing session in which the student shared with classmates from across the 4th, 5th and 6th grades the ceramic artwork and plays they had created. The ceramic art work was exhibited in the library where the students also read their group authored plays, script-in-hand.

This sharing session enabled students to celebrate the artwork they had created. This final sharing session was important because it made the students' classroom work authentic—as all play-writing is written to be performed for an audience. The sharing session emphasized the stories that the students had created—their dramatization of a main idea with supporting details.



Danger Zone

Act I, Scene I

(Grandmom is in the house with her two grandsons having a little talk about Justin's grades.)

Grandmom

Justin, you need to start doing your work.

Justin

Man, I'm magnificent at what I do.

Grandmom

What do you ever do?

Justin

Nothing.

Grandmom

You're as lazy as a pig.

Justin

Grandmom, you used a simile.

Grandmom

What is that?

Justin

I don't know. My teacher told the class, but I was not on task.

Grandmom

Now, you just stop talking and listen to what you are saying.

~ Nassar Perry, 6th grade



Project Assessment and Evaluation

The following assessment strategies were used:

- Students' collaborative plays (and their revisions).
- Students' completed artwork.
- Students' oral revision feedback.
- Teaching artists and classroom teachers' assessment and reflection on student work.
- State standardized tests, benchmark tests, and other District testing tools.
- PAEP evaluations.

Measured Outcomes

Playwriting

- Students gained a basic knowledge and understanding of the key elements of playwriting (4th grade).
- Students deepened their basic knowledge and understanding of the key elements of playwriting (5th and 6th grades).
- Students strengthened their critical thinking skills.
- Students enhanced their collaboration skills.



Visual Art (Ceramics)

- Students strengthened their ability to identify major themes, ideas or procedures of text by using student written work to create scenes and objects from clay.
- Students learned ceramic specific vocabulary and processes,
- Students were able to identify the principles and elements of visual art.
- Students increased their knowledge and appreciation of ceramic arts and learning in general.
- Students strengthened their critical thinking skills.
- Students enhanced their collaboration skills.



Untitled

Act I, Scene II

(Justin and Sara are at Justin's house eating snacks.)

SARA

This food is good. Thanks, Justin.

JUSTIN

You're welcome.

SARA

Can I see your test?

JUSTIN

Sure.

(He gives her his math test and she looks it over.)

JUSTIN

I'll be right back.

SARA

Where are you going?

JUSTIN

Bathroom.

(Justin leaves. Sara rips up Justin's test and throws it into the trash. She laughs.)

SARA

I showed him. But Ms. Jones already got the grade. I need to do something more...let's see. What can I do? Hmm...

(Justin returns.)

JUSTIN

I'm back.

SARA

Can we play your video games?

JUSTIN

Sure.

SARA

Let me see it?

(Justin takes her to the living room.)

SARA

Wow, you have an XBOX 360?

JUSTIN

My mom got it for me for Christmas.



SARA

Do you have the game Witch Fantastic?

JUSTIN

No. (Sara breaks his game.)

JUSTIN

Why did you do that?

SARA

Because you don't have my game.

~ Ms. Milner's 4th grade

Julia de Burgos Elementary School

Arts Partners

COSACOSA art at large
Kim Niemela, Director

Philadelphia Young Playwrights
Amy Hodgdon, Education Director

Teaching Artists

Anjoli Santiago, Playwright
Lee Fogel, Visual Artist

Participating Teachers

Josephine Bae, 4th Grade
Mirtha Castro, 4th Grade
Kelly Cernic, 5th Grade
Christina Golasa, 5th Grade
Jessica Streeper, 5th Grade
Karen Strohm, 5th Grade
Carmen Carrion, 6th Grade
Lee Fountain, 6th Grade
Gail Cantor, 6th Grade
Janine Wyznyski, 6th Grade
Jean Fontaine, Art Specialist
Dmytro Terlechyj, Music Specialist

Project

COSACOSA, Philadelphia Young Playwrights, and 4th, 5th and 6th grade Julia de Burgos teachers collaboratively developed and implemented experiential playwriting and arts projects to strengthen students' grasp of the reading skill: summarizing major ideas, themes, and concepts from texts and identifying appropriate supportive details.

Theater Artist Anjoli Santiago and Interdisciplinary Artist Lee Fogel supported and guided students' creation of original artwork and group authored plays as means to help students strengthen their understanding and application of: 1) the targeted literacy skill (understanding main idea and supporting details); 2) additional basic literacy skills, such as writing and revising; and 3) other essential skills such as collaboration and critical thinking.



The project improved students' grasp of the targeted reading skill by making connections and aligning skills between selected playwriting and artistic concepts. Through interdisciplinary, cross-referential learning experiences, students acquired a hands-on understanding of the organizing principles and expressive qualities of playwriting, portraiture, and puppetry, as well as developing an understanding of how various art forms can be used to convey meaning.

Project Theme

Using the creative mediums of playwriting and portraiture, students investigated the project theme of *The Power of Me*, as the means to strengthen their understanding of the targeted literacy skill. Students developed collaborative class authored plays and created puppets as self-portraits to symbolically represent their playwriting. The students applied the targeted literacy skill in their creation of original artwork, and thus learned by doing.

Project Learning Goals/Standards

Project learning goals were:

- Improve students' ability to summarize major ideas, themes, and concepts from texts with appropriate supportive details.
- Strengthen students' writing skills.
- Enhance students' listening abilities and their ability to follow directions.
- Improve students' attitudes towards self and school fostering pro-social behavior.
- Enhance students' peer collaborations and teamwork skills.
- Enhance students' critical thinking skills.
- Deepen students' understanding of relationships among reading, writing and the arts.
- Acquaint students with a basic understanding of the key elements of multiple art forms.

Reading Standard

- Demonstrate after reading, understanding, and interpretation of both fiction and nonfiction text by being able to retell or summarize the major ideas, themes, or procedures of the text with appropriate supportive details.

Arts Standards

- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.
- Describe the works of others through creation/performance/exhibition in two art forms.
- Know and demonstrate how arts can communicate experience, stories or emotions.

Applied Learning Addressed

- Solving problems using the arts as an investigative tool and as a forum to find solutions.
- Communicating and interpreting information and ideas -- both as creators and as receivers -- observing, analyzing, evaluating, critiquing and interacting.
- Using artistic techniques and technology to access information, process ideas, and communicate results.
- Working on teams and learning to contribute both individually and as a member of a group.
- Recognizing and applying connections between disciplines, among individuals, and within communities.
- Providing peers with revision feedback.
- Discovering and designing connections between the school and the larger community.



Untitled

Scene I
(Hallway of school. Isabella and Omar are walking together.)

ISABELLA

Hey Omar did you do all your homework?

OMAR

Yes, I did all my homework.
(Justin enters.)

ISABELLA

Here he comes. Go play with your friends Omar.
(Isabella leaves Omar alone.)

JUSTIN

Hey Isabella do you want to sit next to me in class?

ISABELLA

Sure, why not?

JUSTIN

I'm looking forward to it.

ISABELLA

Did you see my foolish brother? He is such a dummy.

JUSTIN

I know, he is a klutz.

OMAR

What were you guys talking about?

ISABELLA

Oh, we were just talking about something private.

JUSTIN

Yeah.

~ Ms. Castro's 4th grade class

Student Work Created

Working individually, in small groups, and as a whole class, students 1) investigated aspects of their personal power in the classroom and the community through playwriting and self-portraiture; 2) created three-dimensional puppets to illustrate the main ideas and supporting details of their lives; and 3) created, wrote, and “performed” (script-in-hand) collaborative class authored plays to explore and express thematic concepts and ideas. The Teaching Artists, along with Julia de Burgos School teachers, and partner organization staff, engaged students in dialogues about personal meaning, shared values, and team-building.

With the guidance of Philadelphia Young Playwrights’ Teaching Artist Santiago, students collaboratively wrote class authored plays as the means to enhance their understanding and application of the targeted literacy skill. The student playwrights explored the theme of *The Power of Me*, dramatizing thematic ideas important to them. Playwriting lessons were designed to strengthen the students’ ability to identify and apply main ideas (character want and conflict) and relevant supporting details. Student playwrights provided revision feedback and suggestions prior to sharing their plays, script-in-hand, in the culminating sharing session in each classroom.

In collaboration with COSACOSA’s Teaching Artist Fogel, students explored the history of portraiture and created new puppetry-based portraits to reinforce the targeted literacy skill. Students used drawing, mapping, and three-dimensional art-making as a means to delineate and disseminate the concept of *The Power of Me* – as it related to written text as well as to interpersonal challenges. The artist assisted students in developing interviews with family elders and community leaders, enabling students to explore the project theme and literacy skill in an intergenerational context. Students recorded and retold stories from their elders by creating and selecting drawings and writings to illustrate important narrative ideas and details. Hands-on art-making applications engendered a whole-body learning experience. Especially valuable was the opportunity for students to take photographs of their family and their community. Each student wrote a final *The Power of Me* essay to summarize his or her understanding of the project.

Students transformed their written work into visual images for their puppet artwork. COSACOSA’s final sessions focused on each student creating an individual puppet using colors, shapes, forms, and symbols to represent key aspects of their lives. Puppets were created from paper mache, fabric and found objects from the student’s own homes. In a final sharing session, students performed small group scenes with their puppets, illustrating their personal power to accomplish their goals for themselves and their communities.

Julia de Burgos Student Photographers



**Julia de Burgos
Student Photographers**



Project Assessment and Evaluation

The following assessment strategies were used:

- Students' collaborative plays and their revisions.
- Students' completed artwork.
- COSACOSA weekly reflective writing response questions.
- Teacher and teaching artist assessment.
- Benchmark tests, state tests, and other District tools including attendance and suspension rates.

Measurable Outcomes

- Improvement in the ability to summarize major ideas, themes, and concepts from texts with appropriate supportive details.
- Strengthened writing skills.
- Improvement in listening skills and the ability to follow directions.
- Improvement in motivation for learning.
- Improvement in peer collaboration and teamwork skills.
- Improvement in critical thinking skills.
- Improvement in cross-disciplinary appreciation of creative expression.
- Acquisition of a basic understanding of the key elements of multiple art forms.

Hard Times

Scene III

(At the police station crying, Lyanie calls John Cena.)

Lyanie

Can you pick me up please?

John Cena

Where are you?

Lyanie
(Crying.)

I was in the house and the cops came looking for T-Pain and they took me to the police station to ask me questions.

John Cena

What happened?

Lyanie

Just come here please.

John Cena

I'm on my way.

~ Ms. Golansa's fifth grade class

Scene II
(Cafeteria.)



GABRIEL
Hi, do you remember me from class?
(Jessica nods.)

I like your shoes. Where did you come from?

JESSICA
I come from New York.

GABRIEL
Do you have something to eat? If not, I can
buy you some food.

JESSICA
Ok, if you want.
(Gabriel leaves.)



BRITTANY
(To Jenee.)
I have a plan.
(Brittany walks over.)

I'm having a party tonight at my house, want
to come?

JESSICA
Ok, I will go to the party. Thanks for inviting
me.
(Gabriel returns.)

BRITTANY
Hi Gabriel! Do you want to come to my
party?

GABRIEL
Ok.
(To Jessica.)
You're invited to the party?

JESSICA
Yeah.

BRITTANY
See you both there.
(Brittany gives Gabriel a kiss on the cheek
and giggles as she walks away.)



~ Ms. Golansa's 6th grade class

The Power of Me Essays

Make Them Laugh

My personal power is making people laugh. I can make people laugh when they are sad or help them to smile whenever they want. Although my power is not an obvious talent, like being able to sing well, it makes me feel good to be able to make people happy when times are tough.

When I grow up, I plan to become a United States Marine. I want to serve others and serve my country. I think I will be able to use my personal power to serve the other soldiers, as well. I can take away some of their stress and fear by making them laugh.

~ Luis Rosario, 6th grade

A Home Run

My favorite sport is baseball. You hit the ball, and you run for it. I love hitting the ball; it's my favorite part. It makes me feel powerful. Every time I'm up at bat it's a chance at a home run. I like to catch the ball, too. I live to play. Just like everything in life, it's better with my family and my friends.

A home run in school is to get A's on my report cards. My dream is to go to college and to get a good job. I would have my own house and a car. I would like to get a Masters degree, too. I would use my success to help my community.

I will show people how to recycle and not pollute the world. If people need food, I will feed them. I will tell everyone that doing drugs is bad. I will lead people to God. These dreams and goals will make my life a home run.

~ Carlos Colon, 5th grade



Solving Problems

I like to solve all kinds of problems, from math questions to personal troubles. If there are conflicts at school, I talk nicely to my classmates and help them to calm down. My dream is to become a lawyer or a therapist, professions where I can use my problem solving and organizing abilities to help people. When I become successful, I plan to open an education center. I will teach people to overcome difficulties with their health and obstacles to their success. I will use my personal powers to help the poor and fight poverty, ignorance, and disease.

~ Sierra Rodriguez, 4th grade

Good Cooking

My personal talent is cooking. I like to cook, and all the food I make is healthy. I like cooking because the more I cook, the better I get at it. My mom taught me how to cook. Now, when she is sick, I cook chicken soup for her. When she doesn't feel like cooking, I help her out. My dream is to become a chef when I grow up.

~ Hilverlyn Ayala, 4th grade



Solis-Cohen Elementary School

Arts Partners

Philadelphia Theater Company

Maureen Sweeney, Education Director

Philadelphia Museum of Art

Ah-Young Kim

Teaching Artists

Maureen Sweeney, Theater Artist

Mindy Beers, Theater Artist

Melody Tash, Theater Artist

Ben Volta, Visual Artist

Carol Royer, Visual Artist

Participating Teachers

Rochelle New, 4th Grade

Andrea Green, 4th Grade

Sandra Yeck, 4th Grade

Robert Lewis, 4th grade

Abbie Stein, 5th Grade

Aimee Lombardo, 5th Grade

Cassandra Ward, 5th Grade

Sandra Klassman, 5th Grade

Jovita Littles, 6th Grade

Anne Foti, 6th Grade

Joanne Zastowney, 6th Grade

Elizabeth Wetzler, Art Specialist

Laverne Wood, Music Specialist

Project

In 2010, students and teachers in grades 4, 5 and 6 at Solis-Cohen Elementary School once again worked with teaching artists from the Philadelphia Theatre Company (PTC) and the Philadelphia Museum of Art (PMA) and independent visual artist, Carol Royer, on playwriting and visual arts projects designed to support the literacy skill of identifying and summarizing the main idea and determining author's intent based on supporting details.

Project Theme

For playwriting, each grade level chose a topic from a subject other than language arts. Grades 4 and 5 based their plays on social studies topics, while grade 6



chose their science curriculum as a point of connection. The specific topics were:

Grade 4 - Revolutionary War

Grade 5 - The Boston Tea Party

Grade 6 - Protecting the Environment

For the visual art making endeavor, students who worked with teaching artist Ben Volta explored artwork that referenced the past at the Philadelphia Museum of Art. By identifying the artists' purpose and by examining how they expressed their ideas, students were able to develop a better understanding of how artists created meaning through the objects they included in their paintings. Each artwork created by students presents their reflections on the art they saw at the museum in the following galleries: Medieval European (Yellow); Indian (Red); American Abstract (Teal); and Korean (Blue). Students working with visual artist Carol Royer utilized concepts of character traits and narrative details to describe themselves through visual media and art elements.





Student Work Created

Working with theater artists students at Solis Cohen produced class plays based on grade level specific themes. Fourth and fifth grade students used content from their social studies curriculum as inspiration for their plays. Participating 6th grade classrooms used science and the environment for their themes.

Visual artist Ben Volta worked with students to produce *Avid Eyes*, which was the compilation of individual student drawings presenting a main idea in the foreground and supporting detail in the background. To create a collaborative artwork, students arranged these individual drawings around a central axis to form a new design. The gigantic eye design can be seen as the overall main idea and the drawings throughout represent the supporting details.



The students working with artist Carol Royer first wrote characteristics and details about themselves (main idea and supporting details). They then made parallels with these characteristics using color, lighting, point-of view/perspective, facial expression, and surroundings. Students looked at examples of portraits by various artists including Vincent van Gogh, Frida Kahlo, and Alice Neel to uncover how these artists used main idea and supporting details to describe themselves or the subject of the portrait. This exercise helped the students consider what kinds of choices to make for their own portrait. They considered the various ways in which artists tell us about their mood, feeling, personality, and other qualities through setting, point-of-view, line, color, and light. They were given the assignment to think about their own characteristics and details that would support an idea or story about themselves. They then began working on their own self-portraits reinforcing the concept of main idea and supporting details.



Project Goals/Standards

Project learning goals were:

Playwriting

- Create scenes and plays that reflect the literacy goal of identifying the main idea and supporting details.
- Know and use fundamental playwriting vocabulary.
- Recognize, know, use, and demonstrate the elements and principles of playwriting to produce and revise original dialogue, scenes, and plays.
- Identify chronological order of events by using time-ordered words and other unstated clues.

Visual Art

- Use, analyze and evaluate elements, principles and styles of art to communicate ideas and experiences.
- Create original works of art that demonstrate an understanding of main idea and supporting details.
- Identify artistic intent of artists' studied and apply similar principles to their own work.

Other Learning Goals

- Identify similarities and differences in the meanings of common terms used in visual art and theater.
- Compare multiple purposes for creating works of art.
- Strengthen ability to collaborate and demonstrate respect for each other's ideas.



The Golden Trees

Scene 2

Mother Nature

What are you doing? Do you know this is wrong?

Lumberjack Joe

Umm...

Rosie

Mother Nature! Do something please to stop the horrible action of the maniacal lumberjack!

Mother Nature

If you keep cutting the golden trees, your life will be miserable or I'll curse you.

Rosie

Stop or vanish!

Narrator

Suddenly, it started raining. Then Mother Nature cast a lightning bolt and destroyed Lumberjack Joe's truck.

Lumberjack Joe

I'll stop, I'll stop, I'll stop! Please don't curse me!

Rosie

We just stopped one lumberjack. What about the rest of them?

Mother Nature

We need someone in the forest to look over it. So if someone tries to trick you, you'll know the trick and stop them.

~Grade 6, Mrs. Foti's class



Project Assessment and Evaluation

Individual assessment and evaluation are an inherent part of the creative process. In Arts Bridges playwriting and visual arts classroom workshops, assessment targeted both small group work and when the class worked as one whole group. The Arts Bridges team at Solis-Cohen employed the following:

- Student generated rubrics for visual art and projects that align arts skills with literacy skills on grade level writing rubrics.
- Students' collaborative plays and their revisions.
- Students' completed artwork.
- Guided journal entries assigned by classroom teachers, teaching artists, and arts specialists.
- Observation checklists of arts workshops completed by the residency coordinators.

In addition the following assessment strategies were also used:

- Teacher and teaching artist assessment.
- Benchmark tests, state tests, and other District tools including attendance and suspension rates.

Measurable Outcomes

- Students successfully demonstrated that they were able to build characters and create strong plot lines reinforcing main idea and grounded in supporting details showing setting, conflict, theme, and character motivation.
- Students were better able to evaluate the effect scenes had within the play to determine the playwright's effectiveness in communicating intent.
- Students revised plays to improve their effectiveness in communicating intent.
- Students demonstrated an improved ability to use language and time-ordered words to clearly identify the chronological order of events in their play.
- Students used the principles and elements of art to create artworks that demonstrated their understanding of main idea and supporting detail.
- Students were able to identify artists' purpose and apply similar principles to create their self-portraits.
- Students demonstrated an understanding of each arts discipline and the way in which they are similar through the principles and elements of each art form.
- Working in small groups students demonstrated an increased ability to collaborate and create projects that contributed to a larger goal.



Assassination Attempt of George Washington

Narrator

Many people met at the Queen's Head Tavern to discuss secret plans. They knew Sam Fraunces, the owner of the tavern could be trusted. He had a thirteen year old daughter named Phoebe.

Sam

Phoebe, I have something important to say to you. It's a bad time in this country. General Washington is in dreadful danger. I need your help.

Phoebe

What must I do?

Sam

I want you to become the housekeeper for George Washington, but your real job will be to watch, to listen, and to spy out every bit of information the Loyalists have. Your real job is to save Washington's life.

Phoebe

Maybe, when the patriots win, they'll let the slaves go free too. Maybe then everyone will be free.

Sam

Tell no one who you are. You must watch for a body-guard whose name begins with "T".

Narrator

Phoebe moved into Washington's home and became friends with the guards.

Hickie

Hello, what is your name?

Phoebe

My name is Phoebe.

Hickie

This is my friend Officer Green.

Phoebe

Evening, sir.

Green

(Walks away and ignores her.)

Hickie

(Goes out and returns with a bag.)

Here is some feed for your precious chickens and a ribbon for your hair.

Sam

(Enters and speaks urgently.)

I have heard that Washington will be leaving soon. The person known as "T" will act before that time. You must find out who that is!



Hickie

Here's fresh June peas for Washington's dinner. It is his favorite.

Phoebe

I'll fix them myself.

Hickie

Which is my plate? Which is Washington's plate?

Phoebe

This is your plate. This is his.

Hickie

(Pulls out something from his pocket and sprinkles Washington's plate.)

Phoebe

What are you doing?

Washington

(Enters the room.)

June peas! How did you get them so early in the season?

Phoebe

(Grabs Washington's plate and dumps it out the window.)

General Washington, Mr. Hickie has put poison in your peas!

Gates

(Rushes in from outside.)

Look! The peas meant for General Washington have killed the chickens! Get Hickie!!

Narrator

Mr. Hickie's name is Tom, which begins with a T.

Sam

Well done, daughter!!!

Washington

It's nice to know people whom I can trust! Thank you.

Narrator

Seven days later Thomas Hickie was hanged.

~ Grade 5, class play

The Sacrifice

Scene 2

(The ecologist is on a boat at the edge of the Bermuda Triangle.)

Water Ecologist

From my observation, I can see that the water is awfully polluted with trash and oil.

Water Nymph

Help!

(Gulps)

Help!

Water Ecologist
(Scared)

Oh my! What's happening?

Water Nymph

I'm dying! Please help me... this water is poisoning me!

Water Ecologist

I have a magical pill that could clear your insides from the poison.

Water Nymph

(Takes the magical pill and goes into the boat with the ecologist.)

Since you saved my life, is there anything I can do for you?

Water Ecologist

Yes. Can you please answer my questions? (takes out his iPad to write answers)

Water Nymph
(With pleasure)

Sure!

Water Ecologist

When did this all start to happen?

Water Nymph

Well... it all started when the king threw all his unwanted things into the ocean.

Water Ecologist

How has this affected your kind?

Water Nymph

We are down half our population.

Water Ecologist

Is it just affecting your kind?



Water Nymph

I... I don't know?

Water Ecologist

Okay... that's all I need to know. Now take this giant fish bowl that has clean water in it and get in it. When you get in, press the red button to close the top. There is oxygen in the bowl. This will make sure you don't die from the pollution.

Water Nymph

Thank you, kind sir.

(Gets in the giant fish bowl, closes the top, and jumps into the water)

Water Ecologist

I wonder how my friend is doing in the forest.

~ Mrs. Zastowney's 6th grade class

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Arts Bridges Leadership Team

Dennis W. Creedon, Ed.D., Project Director
Director of Comprehensive Arts Education, The School District of Philadelphia

Pearl B. Schaeffer, Senior Project Manager
CEO, Philadelphia Arts in Education Partnership

Raye M. Cohen, Project Manager
Director of Education, Philadelphia Arts in Education Partnership

Sarah Costelloe, Ph.D., Director
School Innovation & Best Practices
Office of Accountability & Assessment, The School District of Philadelphia

Tonya E. Wolford, Ph.D., Senior Research Associate
Office of Research & Evaluation, The School District of Philadelphia

Elana Felberg, Financial Analyst
Office of Management & Budget, The School District of Philadelphia

Daniel S. Sapon, Grants Management Specialist
Office of Grants Development and Support, The School District of Philadelphia

Michael E. Sonkowsky, Deputy Chief
Office of Grants Development & Compliance



the School District of Philadelphia
440 N. Broad Street
Philadelphia, PA 19130

215-400-4000 www.philasd.org

Philadelphia Arts in Education Partnership
c/o The University of the Arts
320 S. Borad Street
Philadelphia, PA 19102

215-717-6596 www.paep.org

